University of Alberta Library
0 1620 2248 6326

GRADE 7

# Curriculum Handbook for **Parents**

## Catholic School Version

2006–2007

Further information can be found at:
http://www.education.gov.ab.ca

Alberta EDUCATION

LB
1564
C3
A3
C88
gr.7
2006/
2007

CURR GD
HIST

EX LIBRIS
UNIVERSITATIS
ALBERTENSIS

GRADE 7

# Curriculum Handbook for **Parents**

## Catholic School Version

**2006-2007**

This Curriculum Handbook provides parents with information about the Grade 7 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- information on a personal and career development and planning for senior high school
- a feedback form.

# Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://www.education.gov.ab.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.education.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@edc.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@edc.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@edc.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
  Fax: 780–422–9157
  E-mail: LearnAlberta.Contact@edc.gov.ab.ca

Special Programs Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: SpecialEd@edc.gov.ab.ca

ISSN 1483–1724

Copyright © 2006, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Permission is given by the copyright owner to reproduce this handbook for educational purposes and on a nonprofit basis.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

# TABLE OF CONTENTS

v Message from the Minister of Education
vi Letter from Archbishop Thomas Collins

1 **Information for Parents**
1 Introduction
1 Learning in Alberta
2 Helping Your Child at Home
3 School Councils
4 School Fees and Fundraising
4 School Choice

5 **Information about Curriculum**
5 Accessing Information
6 Curriculum Content—Deciding What Students Should Learn
7 Curriculum Development—Who Is Involved in the Process?
7 Ensuring Curriculum Is Current
7 Planning Curriculum Changes
7 Revising Curriculum
8 Implementing Curriculum

9 **Aboriginal Education**

10 **Daily Physical Activity**

11 **Supports for Learning**
11 English as a Second Language
11 Special Needs
13 Distance and Online Learning
13 Digital Resources to Support Curriculum Outcomes

14 **Assessment**
14 Assessing Student Achievement

15 **Grade 7**
15 Overview

17 **Religious Education**

22 **Required Subject Areas**
22 English Language Arts
25 Mathematics
27 Science
31 Social Studies
38 Information and Communication Technology
40 Physical Education
43 Health and Life Skills

45 **Optional Subject Areas**
45 Career and Technology Studies
46 Fine and Performing Arts
48 Languages
55 Environmental and Outdoor Education
56 Ethics
57 Locally Developed Courses

58 **Personal and Career Development**

59 **Planning for Senior High School**

61 **Feedback Form**

*Message from the*
## Minister of Education

Parents play an important role in their children's education by providing the encouragement and support they need to succeed academically. To foster your support, Alberta Education has developed a *Curriculum Handbook for Parents* to help you connect, through your children, to the learning material they will cover this school year.

When parents engage in their children's learning, the benefits are great. Together, you have an understanding of the tasks, challenges and rewards offered through the program of studies. Helping your children do well in school will also prepare them for a successful future, both in school and in life.

The *Curriculum Handbook for Parents* series is a valuable resource and reference guide. I encourage you to treat the handbook as an education lifeline between you and your children. Reach for the handbook when you feel the need to connect with your children on their curriculum challenges, or hit the ground running by previewing their future study goals.

If you have any questions about the content of the handbook, please do not hesitate to contact your children's teacher(s).

I wish you and your family a successful and enjoyable school year.

Gene Zwozdesky

Gene Zwozdesky
Minister of Education
Government House Leader

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you the updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children, especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

✠ Thomas Collins

✠Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

8421 – 101 Avenue, Edmonton, Alberta T6A 0L1 ♦ Tel.: (780) 469–1010 ♦ Fax: (780) 465–3003

# Information for Parents

## Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

## Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.education.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

## Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

These resources are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca

- *Make School Work for You: A Resource for Junior and Senior High Students Who Want to Be More Successful Learners* – Information on knowing yourself, getting organized, making every class count, test taking, presenting learning, getting along with others and staying motivated.

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* – Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://www.education.gov.ab.ca/parents/mathprbk.pdf

- *Working Together in Mathematics Education* – Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site – Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site – An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

## School Councils

Schools, parents and communities all play an important advisory role in education. School councils are designed to give parents, senior high school students, teachers and other community members meaningful involvement in decisions that impact student learning. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

A new *School Council Resource Manual* is scheduled to be available in the 2006–2007 school year.

http://www.education.gov.ab.ca/educationsystem/schoolcouncils.asp

## School Fees and Fundraising

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

### School Fees

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis. Caution fees should be refunded at the end of the year if the item is returned in good condition.

The ASBA school fee advisory recognizes that fees should be waived for those who cannot afford them and that no student should be prohibited from participating.

### Fundraising

Parents are not to fundraise for core items such as textbooks. Some fundraising is allowable for things like athletic uniforms, field trips and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

## School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

# Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

## Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

http://www.education.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.education.gov.ab.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

## Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

## Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade, to post-secondary education and the world of work.

## Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

## Planning Curriculum Changes

Alberta Education plans curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

## Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

## Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortium organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://www.lrc.education.gov.ab.ca

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

# Aboriginal Education

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents.

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

http://www.education.gov.ab.ca/nativeed/nativepolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.education.gov.ab.ca/k-12/curriculum/aboriginalparenthandbook.pdf

*A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.education.gov.ab.ca

*Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

# Daily Physical Activity

School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. Daily Physical Activity (DPA) is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles. The daily physical activities offered in your school should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Parents can assist implementation of DPA and enhance the health benefits received by students through a supportive home environment; e.g., encouraging your child to be active every day, walk your child to school or facilitate a walking school bus program at school.

http://www.paguide.com

For further information and ways to increase physical activity at home, visit the Public Health Agency of Canada's Web site.

# Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

## English as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in grades 1 to 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

## Special Needs

http://www.education.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all children with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for a specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1– Review by the Minister http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools and are provided with programming and supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and, in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board they may write to the Minister of Education and ask for a review of a board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

The following resources provide additional information.

http://www.education.gov.ab.ca/educationguide/spec-ed/partners

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.

http://www.education.gov.ab.ca/k_12/specialneeds/specialed_stds2004.pdf

- *Standards for Special Education* (Amended June 2004) – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.

http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca/.

- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

## Distance and Online Learning

http://www.education.gov.ab.ca/ltb/

Alberta Education designs and develops a variety of print and electronic learning resources to support distance learning, online delivery and regular classroom programs through the use of modern technologies.

http://www.education.gov.ab.ca/ltb/400/crslist.html

Distance learning resources are provincially authorized resources that support educational program delivery in Alberta. For a listing of all distance learning resources available for purchase or study, visit the LTB Resources Available Web page.

http://www.lrc.education.gov.ab.ca

For information about purchasing distance learning materials, contact the LRC.

## Digital Resources to Support Curriculum Outcomes

http://www.learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by e-mailing: LearnAlberta.Contact@edc.gov.ab.ca.

# Assessment

## Assessing Student Achievement

http://www.education.gov.ab.ca/k_12/testing/

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times classroom assessment may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction.

In Grade 7, students study required subject areas. They also choose optional courses that give them the chance to explore areas of interest and career possibilities. Students have access to 950 hours of instruction during a school year.

## Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 7 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.

**GRADE 7: REQUIRED SUBJECT AREAS** STUDENTS TAKE

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

**GRADE 7: OPTIONAL SUBJECT AREAS** STUDENTS MAY SELECT FROM

- Career and Technology Studies
- Fine and Performing Arts
- Languages*
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

### New Courses for 2006–2007 School Year:

- Chinese Language Arts (Kindergarten to Grade 9)
- Italian Language and Culture (Twelve-year Program)
- Social Studies

### Courses Scheduled for Implementation in 2007–2008:

- French as a Second Language (Nine-year Program)
- Spanish Language Arts

# Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

*Religious education has four essential characteristics.*

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The themes of the Grade 7 program follow the scriptural themes of Creation, Revelation, Covenant and Redemption in Christ. The students are invited to reflect on the first two articles of the Apostles' Creed as the summation of the faith that has been handed on to us through the Church. They study the Hebrew and Christian Scriptures (Old and New Testaments) as the call to become co-creators with God in the responsible stewardship of creation. They learn of God's call to a Christian lifestyle of creedal faith in a praying and sacramental community. Furthermore, from the study of women and men of faith, by the power of the Holy Spirit, they are invited to become faithful witnesses of Jesus Christ. Opportunities are provided to highlight the Catholic liturgical seasons of Advent and Lent in the context of their scriptural roots.

*Students explore these themes through the study of 10 units:*

**Unit 1**
**I . . . We.**

Students are invited to formulate, explore and express their identity in relationship to the larger faith community. They study the basic structure of the Bible and how to locate passages. They are invited to reflect on the Bible as the story of the Christian community and its relationship with God. They reflect on Scripture in history and study the key events in the history of Israel.

**Unit 2**
**We believe in God.**

Students explore and express the meaning of believing, and what it means to believe in God. They reflect on Abraham as an example of a person whose whole life was shaped by trust and belief in God. They hear of God's faithfulness to people as it is revealed in the story of the Exodus.

**Unit 3**
**We believe in God the Father Almighty.**

Students investigate the personality of God as parent. They are invited to appreciate that God's love goes far beyond human limitations and yet learn how fatherhood and motherhood help us understand God. They are invited to see the Ten Commandments as a call to live life rooted in respect for self, for others and for God. They learn about formation of conscience and of a three step decision-making model—observe, judge, act.

**Unit 4**
**We believe in God . . . the Creator of heaven and earth.**

Students consider the wonder of creation and the ways in which God invites us to participate in creation and in God's creative action. They reflect on God as creator, read the biblical version of

creation, and are invited to understand the relationship between biblical stories, science and history. They are invited to consider that to know and accept other people, they must accept their sexuality, their maleness or their femaleness, their physical gifts and limitations.

**Unit 5**
**We believe in Jesus Christ his only Son.**

Students explore what makes Jesus believable, and the ways the faith community identifies Jesus. Students consider the significance of the many titles for Jesus—Rabbi, Priest, Lamb of God, Prophet, Messiah, Son of David, the Nazarene, Saviour, Son of Man, Lord, Son of God. They are invited to reflect that through his actions, Jesus reveals God's care for us. People who encounter Jesus change. As a New Testament people we are likewise challenged to change.

**Unit 6**
**We believe in Jesus . . . Our Lord.**

Students explore the nature of the kingdom of God and what it means to be part of that kingdom, and so address Jesus as Lord. In reflecting on the parables and on the 'Our Father' they are invited to understand that the kingdom is Jesus' call to a way of life based on loving relationships.

**Unit 7**
**We believe in Jesus . . . who was conceived by the Holy Spirit and born of the Virgin Mary.**

Students explore the ways in which God is with us in Jesus, in which God works with us, and in which we can work with God. They reflect on Mary as an example of one who hears the word of God and responds to it with her whole heart. They are invited to see Jesus as fully human and fully divine, and as the model of holiness. They study the geography and history of Jesus' homeland, Israel.

**Unit 8**
**He suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead.**

Students are invited to name the ways in which they give of themselves and make connections to the suffering and death of Jesus. They are invited to reflect on the meaning of Jesus' sacrifice on the cross and on how they can participate in Christ's sacrifice at the Eucharist. They are invited to consider Jesus' descent among the dead as signifying that the message of salvation is for all people in all times and all places.

**Unit 9**
**On the third day he rose. He ascended into heaven.**

Students are invited to name the hope which the resurrection of Jesus offers even during the most difficult moments of their lives. They are invited to reflect on experiences of resurrection. They consider the resurrection as the offer of new life in the face of death. They are invited to understand that Jesus can be heard in the Scriptures and seen in the blessing and breaking of bread.

**Unit 10**
**He is seated at the right hand of the Father. He will come again to judge the living and the dead.**

Students are invited to name the ways in which Jesus judges, and to understand that judgement is a call to be whole. Students reflect on conversion, heaven, hell, purgatory, repentance and true goodness.

*As a result of participation in this program, students will:*

- demonstrate a familiarity with and an ability to retell key biblical narratives that illustrate God's faithful relationship with a chosen people and the community's response to this relationship
- express connections between the relationships described in biblical events and their own life experiences
- show reverence for Scripture as God's living Word
- define human dignity and express its significance in Christian faith and practice
- name the articles of the Apostles' Creed as a summary expression of the Christian community's relationship with God and articulate some of the meaning of each article
- communicate their faith in ways that show a genuine understanding of the Apostles' Creed
- describe how the Creed is a summary of the faith community's understanding of who God is
- explain how the Creed calls them to make responsible choices and decisions in their everyday lives
- analyze (critique) events and personal decisions in light of a commitment to follow Jesus
- describe the relationship between real-life situations and the baptismal commitment to follow Jesus in the community of the Holy Spirit
- outline the ways that prayer deepens a relationship with God
- pray, using a variety of prayer styles
- participate in traditional forms of Catholic prayer.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

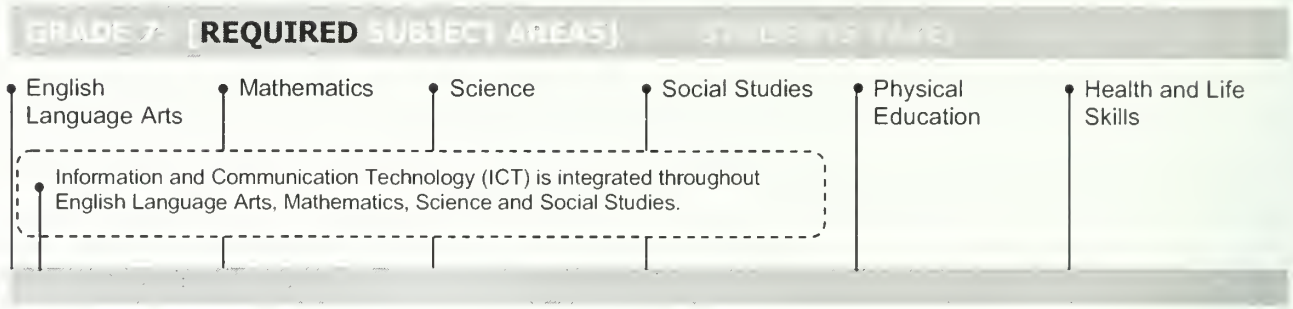
Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, ritual action, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

The **required subject areas** are the foundation of the junior high school program.


GRADE 7 [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

## English Language Arts

View the English language arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/

View the English language arts digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

**The following learning outcomes are selected from the Grade 7 English Language Arts Program of Studies.**

### Explore thoughts, ideas, feelings and experiences

- extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes

- use appropriate terminology to discuss developing abilities in personal language learning and use
- experiment with arranging and recording ideas and information in a variety of ways
- listen and respond constructively to alternative ideas or opinions
- use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences

### Comprehend and respond personally and critically to oral, print and other media texts

- use expectations and preferences developed during previous reading experiences to select and read new texts with purpose
- identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic
- apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading
- analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters
- discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts
- create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events

### Manage ideas and information

- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts
- discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view
- distinguish between fact and opinion, and follow the development of argument and opinion
- make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources

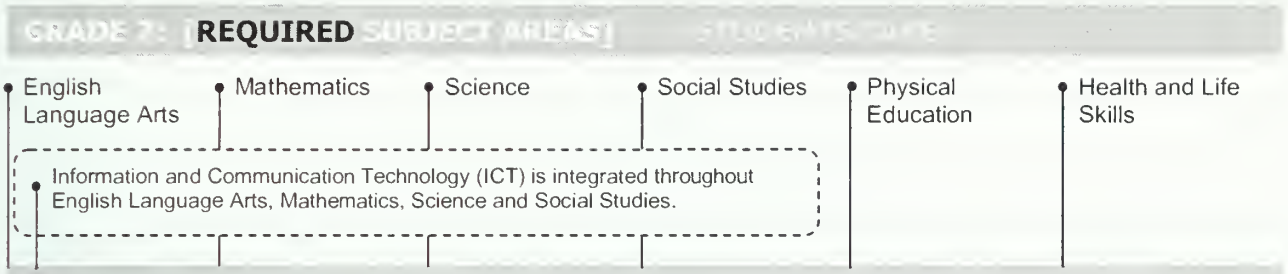
- communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
- identify strengths and areas for improvement in personal research skills

### Enhance the clarity and artistry of communication

- revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
- choose and use printing, cursive writing or word processing, depending on the task, audience and purpose
- identify how the format of documents enhances the presentation of content
- use correct subject–verb agreement in sentences with compound subjects
- use reference materials to confirm spellings and to solve spelling problems when editing and proofreading
- present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions
- clarify and support ideas or opinions with details, visuals or media techniques
- listen and view attentively to organize and classify information and to carry out multistep instructions

### Respect, support and collaborate with others

- identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities
- demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts
- take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs
- contribute ideas, knowledge and questions to establish an information base for research or investigations
- evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement


GRADE 7: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

# Mathematics

View the mathematics subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students are expected to learn how to:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- relate and apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies as a tool to solve problems
- use visualization to assist in solving problems, processing information and making connections.

**The following learning outcomes are selected from the Grade 7 Mathematics Program of Studies.**

## Number

- demonstrate a number sense for decimals and integers, including whole numbers
- apply arithmetic operations on decimals and integers, and illustrate their use in solving problems
- illustrate the use of rates, ratios, percentages and decimals in solving problems

## Patterns and Relations

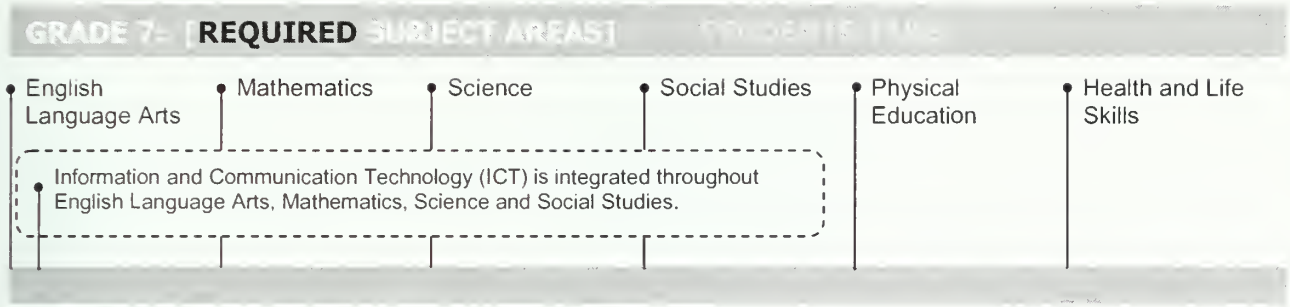
- express patterns, including those used in business and industry, in terms of variables, and use expressions containing variables to make predictions
- use variables and equations to express, summarize and apply relationships as problem-solving tools in a restricted range of contexts

## Shape and Space

- solve problems involving the properties of circles and their connections with angles and time zones
- link angle measures to the properties of parallel lines
- create and analyze patterns and designs, using congruence, symmetry, translation, rotation and reflection

## Statistics and Probability

- develop and implement a plan for the collection, display and analysis of data, using measures of variability and central tendency
- create and solve problems, using probability


GRADE 7 – REQUIRED SUBJECT AREAS
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

# Science

View the science subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science/

View science digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy. The goal of scientific literacy is to develop the science-related knowledge, skills and attitudes that students need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.

The program is designed to help students understand the nature and role of science, as well as develop a solid grounding in science knowledge, skills and attitudes. Throughout the program, students learn that:

- science provides an ordered way of studying the natural world
- scientific discovery often leads to the development of new technologies and new technologies can lead to new fields of scientific investigation
- science takes place in a social context and responds to human needs. Science and technology have both intended and unintended consequences for humans and the environment.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

**Students study five units during their Grade 7 year. The topics studied and the major outcomes for each are:**

### Interactions and Ecosystems

- describe relationships between humans and their environments
- trace the flow of energy and materials within an ecosystem
- monitor a local environment, and assess the impacts of environmental factors on it
- describe relationships in maintaining life-supporting environments

### Plants for Food and Fibre

- investigate plant uses
- investigate life processes and structures of plants
- analyze plant environments
- identify and interpret the culture and use of plants as sources of food and fibre

### Heat and Temperature

- illustrate how human needs have led to technologies for obtaining and controlling thermal energy
- describe the nature of thermal energy and its effects on different forms of matter
- apply an understanding of heat and temperature in interpreting natural events and technological devices
- analyze issues related to the selection and use of thermal technologies

### Structures and Forces

- describe and interpret different types of structures and identify materials from which they are made
- investigate forces within structures
- investigate the properties of materials used in structures
- describe processes used in building structures to meet human needs with a margin of safety

### Planet Earth

- describe methods used in the scientific study of Earth and its component materials
- identify evidence for the rock cycle and explain the characteristics of particular rocks
- investigate and interpret evidence of major changes in landforms and rock layers
- describe, interpret and evaluate evidence from the fossil record

The program develops **skills** in four major areas:

**Initiating and Planning**
Students devise (or make) plans to investigate:

- science-inquiry questions
- practical problems
- science-related issues.

**Performing and Recording**
Students conduct investigations through:

- observation
- recording data
- researching information.

**Analyzing and Interpreting**
Students develop, analyze and assess possible explanations through:

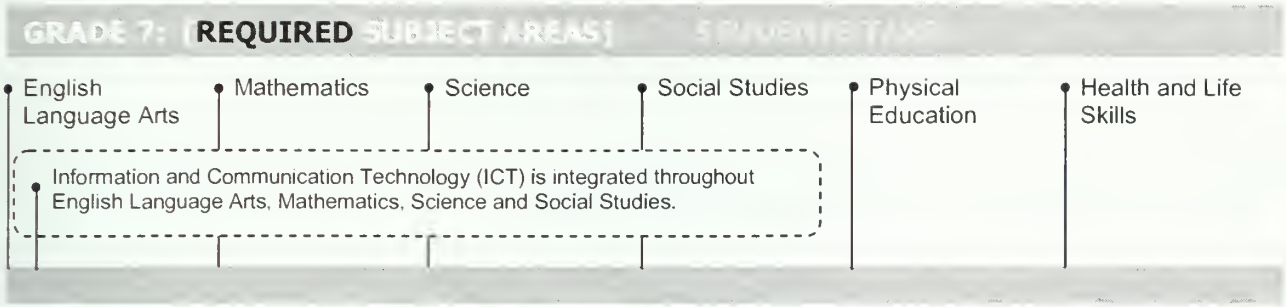
- data display
- inference
- evaluation.

**Communication and Teamwork**
Students work collaboratively to:

- communicate questions, ideas, procedures and results
- evaluate individual and group processes
- defend a position or conclusion, based on their findings.

To support their learning, students are encouraged to develop positive **attitudes** in the following six areas:

- continuing interest in science
- respect for the ideas of people with various backgrounds and views
- support for scientific processes
- collaboration with others
- stewardship for the natural environment
- safety in science.


GRADE 7: REQUIRED SUBJECT AREAS
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

## Social Studies

View the social studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/

In September 2006, a new Grade 7 social studies program will be implemented in Alberta. The aim of the new social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's new social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's identity. The new program also has a greater focus on Canadian and Alberta history.

Through an examination of events preceding and following Confederation, Grade 7 students will acquire an understanding of how Canada has evolved into a multicultural, bilingual, pluralistic and diverse society; and they will appreciate how these dimensions of Canada have affected citizenship and identity over time.

Grade 7 students will explore the origins, histories and movement of peoples who forged the foundations of Canadian Confederation. They will examine how the political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

**The following learning outcomes are selected from the Grade 7 Social Studies Program of Studies.**

## Toward Confederation

Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.

### *Values and Attitudes*

**appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)**

**appreciate the challenges of co-existence among peoples (C, CC, I, LPP)**

### *Knowledge and Understanding*

**compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:**

- How did the structures of Aboriginal societies affect decision making in each society (i.e., role and status of women, consensus building)? (CC, TCC, PADM)
- What were the social and economic factors of European imperialism? (CC, I, TCC)

**assess, critically, the economic competition related to the control of the North American fur trade by exploring and reflecting upon the following questions and issues:**

- How did the First Nations, French, British and Métis peoples interact with each other as participants in the fur trade? (TCC, ER, LPP)

**assess, critically, the political competition between the French and the British in attempting to control North America by exploring and reflecting upon the following questions and issues:**

- To what extent was the Battle of the Plains of Abraham the key event in achieving British control over North America? (TCC, LPP, GC)

**assess, critically, how political, economic and military events contributed to the foundations of Canada by exploring and reflecting upon the following questions and issues:**

- How was the Great Migration of 1815–1850 in Upper Canada and Lower Canada an attempt to confirm British identity in the Province of Canada? (LPP, I, TCC)

## Following Confederation: Canadian Expansions

Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.

*Values and Attitudes*

**recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)**

**appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)**

*Knowledge and Understanding*

**assess, critically, the role, contributions and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues:**

- What factors led to Louis Riel's emergence as the leader of the Métis? (TCC, PADM, I, CC)
- To what extent were the Manitoba Schools Act and evolving educational legislation in the Northwest Territories attempts to impose a British identity in western Canada? (I, PADM, TCC)

**immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:**

- How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP)
- What was the role of the North West Mounted Police in the development of western Canada? (PADM, TCC)
- How did communities, services and businesses established by Francophones contribute to the overall development of western Canada (i.e., health, education, churches, commerce, politics, journalism, agriculture)? (ER, TCC, CC, PADM)
- What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC)

**assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:**

- What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I)
- How has the Official Languages Act contributed to bilingualism in Canada? (PADM, C, I)

**assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues:**

- In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)

GRADE 7: [REQUIRED SUBJECT AREAS]

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

# Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

**The ICT Program of Studies is organized by division. The following is a sample of the Division 3 learning outcomes that students are expected to meet by the end of Grade 9.**

## Communicating, Inquiring, Decision Making and Problem Solving

- evaluate the authority and reliability of electronic sources
- develop a process to manage volumes of information that can be made available through electronic sources

## Foundational Operations, Knowledge and Concepts

- explain the issues involved in balancing the right to access information with the right to personal privacy
- recognize that the ability of technology to manipulate images and sound can alter the meaning of a communication

### Processes for Productivity

- use advanced word processing menu features to accomplish a task; for example, insert a table, graph or text from another document
- demonstrate proficient use of various information retrieval technologies

GRADE 7: **REQUIRED** SUBJECT AREAS STUDENTS TAKE

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

# Physical Education

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

**The following learning outcomes are selected from the Grade 7 Physical Education Program of Studies.**

## Activity

### Basic Skills

- demonstrate locomotor, nonlocomotor and manipulative skills, by using elements of body and space awareness, effort and relationships, to improve personal performance

### Application of Basic Skills

- demonstrate activity-specific basic skills in a variety of games
- demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity

## Benefits Health

### Functional Fitness

- explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth

### Body Image

- discuss performance-enhancing substances as a part of the negative effect on physical activity

### Well-being

- identify and explain the effects of exercise on the body systems before, during and after exercise

## Cooperation

### Communication

- identify positive active living role models

### Fair Play

- demonstrate etiquette and fair play

### Leadership

- identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education

### Teamwork

- identify and demonstrate positive behaviours that show respect for self and others

## Do It Daily ... for Life!

### Effort

- identify and demonstrate strategies that encourage participation and continued motivation

### Safety

- recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey

**Goal Setting/Personal Challenge**

- evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

**Active Living in the Community**

- identify local community programs that promote physically active lifestyles

## Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

## Physical Education Online

http://www.education.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.

**REQUIRED**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills

Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.

# Health and Life Skills

View the health and life skills subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

**The following learning outcomes are selected from the Grade 7 Health and Life Skills Program of Studies.**

## Wellness Choices

### Personal Health

- relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity

### Safety and Responsibility

- analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety

## Relationship Choices

### Understanding and Expressing Feelings

- identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection

### Interactions

- examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex

### Group Roles and Processes

- analyze the potential effects of belonging to a group, team, gang

## Life Learning Choices

### Learning Strategies

- revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community

### Life Roles and Career Development

- create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation

### Volunteerism

- determine and use knowledge and skills of the class to promote school and community health

## Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.

In addition to required subject areas, junior high schools must offer a minimum of two provincially authorized optional courses. Optional courses are designed to reinforce learnings in core courses and to provide opportunities for students to explore areas of interest and career possibilities.

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

**GRADE 7: OPTIONAL SUBJECT AREAS** STUDENTS MAY SELECT TWO

- Career and Technology Studies
- Fine and Performing Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

## Career and Technology Studies

View the career and technology studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/cts/

View the Multimedia CTS Project on the LearnAlberta.ca Web site at http://www.learnalberta.ca/

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps junior high and senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learnings developed in other subject areas
- prepare for entry into the workplace or further learning.

The CTS curriculum is organized into 22 strands. Each strand represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each strand, and they define what a student is expected to know and be able to do.

The 22 Career and Technology Studies program strands are:

Agriculture
Career Transitions
Communication Technology
Community Health
Construction Technologies
Cosmetology Studies
Design Studies
Electro-Technologies
Energy and Mines
Enterprise and Innovation
Fabrication Studies
Fashion Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Logistics
Management and Marketing
Mechanics
Tourism Studies
Wildlife

GRADE 7: OPTIONAL SUBJECT AREAS [STUDENTS MAY SELECT FROM]

- Career and Technology Studies
- Fine and Performing Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

# Fine and Performing Arts

View the fine arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through the Fine and Performing Arts courses of Art, Drama and Music, students develop self-awareness and express their creativity in many ways. They will respond personally and critically to a variety of art, drama and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

## Art

Students learn how to use traditional and contemporary tools, materials and media to express their feelings, think like artists, value the art creation and value the art form. Three areas form the framework of the junior high school art program:

- Drawings—recording, investigating, communicating, evaluating and articulating aspects of making images
- Compositions—organizations, components and relationships involved in the creation of images
- Encounters—looking at images and artifacts, finding ideas for making art, learning about the art of other times, changing imagery, and learning to understand and appreciate the purposes and effects of art

## Drama

Drama encourages students to explore a variety of dramatic roles and develop a range of dramatic skills. In the junior high school drama program, students learn about drama and theatre through:

- Movement—physical, nonverbal expression
- Speech—exploration of talking and speaking to communicate ideas effectively
- Improvisation/Acting—acting out an idea or situation
- Theatre Studies—an introduction to the elements of drama and theatre
- Technical Theatre—stage construction and the use of sound, lighting, makeup, costumes, sets and props.

## Music

Instrumental music, choral music and general music are the three distinctive, yet related, programs in the junior high school music curriculum. Development in any of these programs requires student involvement as a performer, listener and composer. Five main goals of the junior high school music program are to:

- develop skills in listening to, performing and reading music
- strive for musical excellence
- understand, evaluate and appreciate a variety of music styles
- develop self-expression, creativity and communication through music
- increase awareness of the history of music and the role of music in own lives.

**GRADE 7: OPTIONAL SUBJECT AREAS** STUDENTS MAY SELECT TWO

- Career and Technology Studies
- Fine and Performing Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

# Languages

http://www.education.gov.ab.ca/languages/ToolKit.asp

A variety of courses in languages are available throughout Alberta. These courses include Aboriginal languages, French and International languages.

Alberta Education offers numerous provincially developed language courses. As well, school authorities have developed and implemented a range of locally developed language courses.

## Aboriginal Languages

### Blackfoot and Cree Language and Culture

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

**The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.**

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- know and use various strategies to maximize the effectiveness of learning and communication

- live *wâw tinahk* (peacefully) with Mother Earth, others and themselves, guided by *Mâmawi Ohtâwîmâw* (the Creator)
- be effective, competent and comfortable as Cree speakers (*Okiskinamawakanak k niht nehiya wewak*)

## French

### French Immersion Program

http://www.education.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents.* It is available for purchase from the LRC.

### French Language Arts

At the junior high school level, the French language arts program of studies is intended to continue work started at the elementary level, including vocabulary and syntax enrichment, to enable students to engage more actively and effectively in proposed activities. Students become aware of elements that ensure message clarity, such as exact, precise expressions and words, and correct, increasingly complex sentences. They learn to respect the basic rules of language in the oral exchanges that take place in the classroom as well as in their writing projects.

The acquisition of a solid language basis allows students to better understand, clarify and express abstract thoughts. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually, with classroom partners, or participating in activities organized by the Francophone community. Students become more aware of factors that influence the way they communicate effectively in various contexts.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure and genre) and to their knowledge about the author, producer or broadcast to guide them in their listening. They learn to question their attitudes toward the task and the means they use to overcome difficulties.

In **reading comprehension**, students develop their reading ability by analyzing the task at hand and choosing the best way to tackle more complex passages. They improve their ability to analyze text characteristics for better understanding of internal organization (text structure and genre) and the author's intent.

In **oral production**, students learn the vocabulary and syntax that will enable them to express themselves in various contexts. They develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to develop a work plan that will enable them to complete their writing project more efficiently. They learn to organize and express their ideas clearly, while still respecting the rules of internal text organization and spelling. They also learn to edit their texts using various reference works.

**Note:** The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 7, learning occurs primarily:

In **oral comprehension** through:

- group work situations
- listening to texts from various subject areas
- listening to newspaper and magazine articles, short stories or chapters from novels
- listening to audiotapes, such as documentaries
- viewing audiovisual materials.

Students learn to make predictions based on new indicators and pay special attention to *text structure*.

In **reading comprehension**:

Teachers will select, for their students:

- **700 to 900 word** texts of everyday life
- longer texts for group projects, or in the selection of narrative texts.

To develop reading strategies, students learn to tackle texts in different ways depending on the purpose of their reading, and to apply their knowledge to new text structures.

In **oral production**:

The proposed situations should allow students to demonstrate what they already know, what they have learned about a given subject, or to express their opinions based on examples from their readings and discussions. The topics chosen for the presentations may be from another area of study. Students should have had the opportunity to explore topic-related vocabulary in various contexts.

The presentations and discussions should be well structured, with emphasis on:

- the use of expressions or words to describe events and personal experiences
- the use of words or expressions that enable the student to join in a group discussion in a respectful manner
- the use of words or expressions that support and encourage partners
- the correct use of verbs and expressions to express their preferences, feelings and opinions
- the respect of rules for the agreement of nouns and adjectives according to number and gender.

Emphasis on *discussion* enables students to continue developing their ability to interact with peers. Students are required to agree on the operational rules of the group as well as on their roles and responsibilities.

In **writing**:

Students learn to write short texts in which they pay particular attention to the structure and organization of information. They also learn to write short stories in which they establish links between the feelings of characters and their actions.

The main purpose of these activities is primarily to enable students to integrate the basic elements of the written language:

- the selection of a text structure consistent with their communicative intent
- the organization of ideas according to a plan—introduction, development and conclusion
- the agreement of past participles with *"être"* or *"verbes d'état"*
- the agreement of subject and verb in the present conditional, simple future and imperative
- the position of the personal pronoun in declarative and interrogatory statements in simple tenses
- punctuation
- spelling.

**French as a Second Language**

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 7 is designed so that students integrate the knowledge and skills they acquired in grades 4, 5 and 6, while expanding their language use so they can:

- understand the main idea(s) or isolated details in oral and written texts dealing with familiar topics, such as school subjects and school activities, weather and climate, friends and families, origins and traditions of certain holidays and celebrations
- recognize that French language education is available in Alberta and in other provinces and territories
- compare and contrast the way of life of different Francophone cultures so as to gain an appreciation of these cultures
- demonstrate knowledge of language conventions that are culturally appropriate, such as addressing people, using formal and informal language, and using rules governing writing addresses and telephone numbers in French
- develop and use language learning strategies so as to become more effective and efficient learners of French.

## International Languages

### Bilingual Programs

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

Students in a bilingual program follow a **language arts** course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

### Language and Culture Programs

Students in a **language and culture** course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs of study for Grade 7 students. At the junior high level in international languages, there are courses that may be taught that are extensions of courses that have begun at earlier entry points (Grade 1). Currently, the Italian Language and Culture (Twelve Year Program) is the only provincial course sequence that begins at Grade 1 and extends through junior high to Grade 12.

The following are language courses that are available to students beginning their study of a target language at Grade 7:

- Chinese Language and Culture (Six-year Program)
- German Language and Culture (Six-year Program)
- Italian Language and Culture (Six-year Program)

- Japanese Language and Culture (Six-year Program)
- Spanish Language and Culture (Six-year Program)
- Ukrainian Language and Culture (Six-year Program)

## Locally Developed Language Programs

Many school boards have developed their own programs. Locally developed international language programs include: Arabic, American Sign Language (ASL), Hebrew, Polish and Russian. These locally developed courses are developed based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

**GRADE 7: OPTIONAL SUBJECT AREAS**

- Career and Technology Studies
- Fine and Performing Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

## Environmental and Outdoor Education

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/others/eoed.pdf

In environmental and outdoor education, students develop interest and competence in outdoor studies and develop an understanding of their relationship to the environment. Environmental and outdoor education can be offered as a single course or as a sequence of courses, and includes:

- the basic knowledge, skills and attitudes required for safe and comfortable experiences
- awareness and appreciation of living things
- understanding of basic ecological processes
- skill, judgement, confidence and sensitivity in a range of environmentally responsible activities in outdoor settings
- lifestyle strategies that encourage responsibility for local and global environments.

**GRADE 7: OPTIONAL SUBJECT AREAS**

- Career and Technology Studies
- Fine and Performing Arts
- Languages
- Environmental and Outdoor Education
- Ethics
- Locally Developed Courses

# Ethics

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/others/jhethics.pdf

The ethics course is designed to help students become contributing, ethical and mature persons, and may be offered in Grade 7, Grade 8 or Grade 9. The aim of the course is to help students become more thoughtful, to think of the interests of others, and to see ethical implications in their daily lives. The ethics course includes:

- working definitions of ethics and values
- decision-making skills
- historical values and traditions
- values of different cultural groups
- responsibility to community.

# Locally Developed Courses

School authorities may develop and/or acquire courses that are innovative and responsive to local and individual needs. Contact your local school authority for information about locally developed courses authorized for use in your jurisdiction.

**Note**: *Policy 1.2.1—Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* is currently under review.

# Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In junior high school, students begin linking their personal aptitudes and goals to possible future occupations. They continue to develop life skills, including such employability skills as cooperating with others and being reliable. At this stage, students begin to outline their own learning and career goals.

Personal and career development activities and outcomes are integrated into junior high school courses and programs. The following junior high school programs focus specifically on these topics: Health and Life Skills, Physical Education, Career and Technology Studies (CTS) and work study.

Many junior high schools organize special career development activities, such as mentoring, job shadowing, portfolios and annual career fairs. Junior high schools encourage students to develop a career plan. Plans should be updated annually and signed by parents and principals. Students typically develop a personal portfolio, including a résumé, and may use a career planner such as the *Middle/Junior High School Student Learning–Career Planner* developed by Alberta Education.

http://www.education.gov.ab.ca/k_12/curriculum/cardir_jr.pdf
[pdf version]

http://www.education.gov.ab.ca/k_12/curriculum/JHPlan.doc
[word version]

The *Student Learning–Career Planner Information Booklet* and the *Middle/Junior High School Student Learning–Career Planner* are useful tools for Alberta's secondary school teachers and guidance counsellors as they work with students, parents and other key partners to help students move through the career planning process. The information booklet and junior high school planner are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/cardir.pdf

http://www.alis.gov.ab.ca/careerinsite/home.asp

# Planning for Senior High School

During their junior high years, students make decisions about their senior high school program. It helps to keep in mind that:

- strengths, interests and realistic career paths play a major role in decision making
- specific courses are required for an Alberta High School Diploma or Certificate of Achievement
- knowledge of course sequences is important, because many courses require prerequisites.

Guidance from the school and classroom teacher is available. Planning for senior high school is more effective when students and parents are familiar with requirements and work closely with teachers.

Alberta Education provides information on planning for senior high school through a variety of resources, including the following:

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/whatsnew/intro.asp

- *Senior High School Mathematics Programs: Revised Handbook for Parents and Students*

http://www.education.gov.ab.ca/parents/handbooks/

- *Curriculum Handbooks for Parents: Senior High School*

# Feedback Form

## Curriculum Handbook for Parents 2006–2007: Grade 7

**Catholic School Version**

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree** or **Strongly Agree.**

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| 1. The handbook provides useful information. | | | | |
| 2. The amount of information is appropriate. | | | | |
| 3. The reading level is appropriate. | | | | |
| 4. The layout and organization are user-friendly. | | | | |
| 5. The links to the Alberta Education Web site are helpful. | | | | |
| 6. Downloading and printing is easy. | | | | |

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

*Thank you for your feedback.*

*Please send your response to:*

**Director, Curriculum Branch**
Alberta Education
10044 – 108 Street NW
Edmonton, Alberta, Canada
T5J 5E6
Fax: 780–422–3745